

RM Easiteach Classroom Observation Sheet

	Subject Science
Age Group/Year 9-10 y.o./Year 4	School SR Kuala Belait
Date of observation 29 April 2015	

Key assessment objectives

Teachers:

- Show appropriate use of RM Easiteach
- Demonstrate competent understanding of RM Easiteach features
- Demonstrate a well-planned teaching session
- Demonstrate good use of questioning techniques to ensure all pupils are engaged in whole class interactive teaching,
- A good balance of activities verses information delivery within the use of RM Easiteach
- Demonstrate good classroom management of pupils

Pupils

- Demonstrate confident use of the Interactive technology
- Are enthusiastic about learning
- Are able to talk confidently about what they have learned

For each of the above points below are some examples of what the evidence might look like

Show appropriate use of RM Easiteach

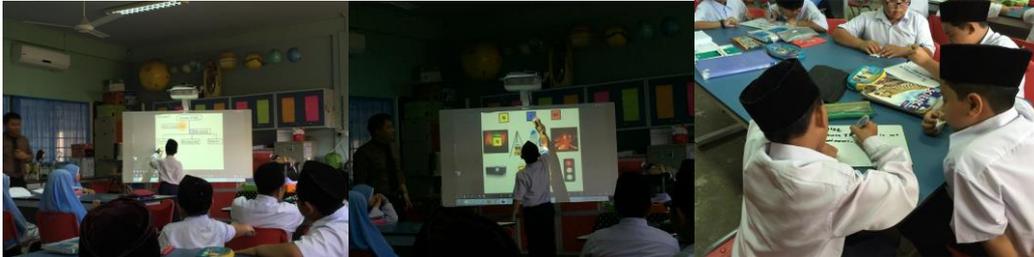
The lesson observed was the third session on the topic, light. In the lesson, RM Easiteach was used to deliver activities to pupils varying from whole class activities to pair work to group work (in 3s). To close the lesson, pupils presented their work and used a simulation programme in Easiteach to check their answers. This was a good practice for the pupils to enhance their presentation skills.

Demonstrate competent understanding of RM Easiteach features

The lesson showcased various RM Easiteach tools such as hide and reveal to slowly reveal discussion points of the lesson. It was particularly a good strategy since the teacher asked the pupils first before he revealed the next item. Moreover, send to back action was also used to reveal answers for the true or false activity. A suggestion for the true/false activity though, consider hiding the other questions first so that pupils will not be distracted with the succeeding questions. Fonts and the size of text were allowed easy readability of the text content of the pages. There was enough and appropriate amount of information on the Easiteach pages. To maximise the use of Easiteach, it would be best if the teacher can design lessons using the wide screen Easiteach document size and deliver the lessons using the full screen view to avoid other screens from popping out.

Demonstrate a well-planned teaching session

Lesson plan contained the questions to be asked to the students and their expected response. The details of the activities were clearly stated in the lesson plan. Since the lesson observed was a continuation of the lesson on light, the teacher started with a review of what has been previously discussed. The review activity required pupils to come to the board to complete a diagram on the sources of light by writing some examples of each source.



The series of activities built up nicely. The level of the activities ranged from recall to higher order thinking skills. The true or false activity was interesting since student had to defend their response. It allowed pupils to express their thoughts and showcase how much they have learned from the lesson. Teacher also used a simulation programme from RM Easilearn that allowed pupils to verify whether their answers were correct or not. The last activity on Easiteach, "I learned that.." was a good assessment activity. Pupils paired up concepts related to each other to explain a concept they studied in the lesson.

Aside from the activities in Easiteach, the teacher was also able to design activities where pupils worked in pairs and also in groups to make a hypothesis by making diagram on the direction of light.

Demonstrate good use of questioning techniques to ensure all pupils are engaged in whole class interactive teaching

The teacher's questions were good. Pupils were able to recall the findings of their previous activity. The journals were used well to aid in the review of the previous session. Pupils were able to express themselves without necessarily being led down to the answer. To make it easier for the pupils to respond whether they were having a difficulty understanding concepts, the teacher also used the thumbs up, thumbs down technique to determine if he had to re-discuss and explain things further.



A good balance of activities verses information delivery within the RM Easiteach

All slides had an interactive component in it. Even the slides for review required pupils to go to the board and use the pen to write something on the page.

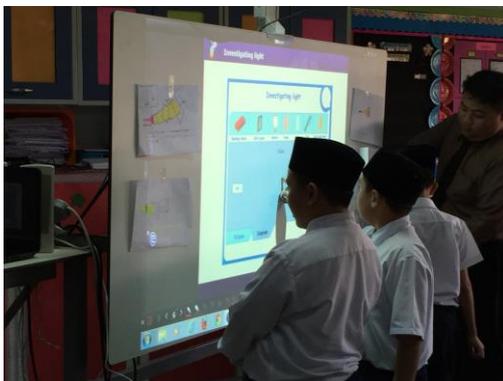
Good classroom management of pupils



The teacher was in command of the class, so the pupils were well-behaved. The teacher used clear methods of selecting pupils to come to the front: (1) teacher will first asked for a brave pupil to start the activity; (2) teacher will ask the to answer alternately (boy-girl) with them passing the pen to a classmate. The teacher facilitated the activities really well and pupils were very much aware what the expectations were for every activity. Teacher moved around the classroom, monitoring student

performance and providing assistance as needed to complete the tasks.

Pupils demonstrate confident use of the Interactive technology



Pupils were confident in using the board and the pen. It was evident that Easiteach and the Vertable are already being used by the pupils prior to this visit. This was evident when pupils were volunteering to go to the board to answer the activities.

Pupils are enthusiastic about learning

Pupils showed their enthusiasm during the lesson. The pupils were excited when a name was being randomised. Pupils were on-task throughout the duration of the lesson. They were actively participating in both Easiteach activities and the collaborative activities.

Pupils are able to talk confidently about what they have learned

The true or false activity which was done in pairs demonstrated how much pupils have learned from the previous lesson. The Easiteach activities were able to prepare them well to understand the various sources of light. The pupils' output in the last group activity (drawing of ray diagrams) was a concrete evidence of how much the pupils have mastered the lesson on light.



Tutor comments

- The teacher did an excellent job in using the interactive technologies in the lesson and was confident and composed all throughout the lesson.
- The lesson is well organised. Lesson delivery was smooth with no disruptions.
- The lesson had a student-centred use of the board for most of the lesson. Numerous pupils had multiple opportunities to interact with the board manipulating objects/completing activities.

Areas for development

- When pupils are given traditional pen and paper activities, look into how they can be reinforced using the Easiteach and the Vertable.
- In the investigation activity, it would be nice if the pupils would actually perform the experiment.
- Pupils can be the one revealing the answers (true or false and simulation programme) rather than the teacher clicking and revealing them.
- Continue designing interactive lessons.

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